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An Educational Approach Abroad: A Case Study of Anubhūti City School in Jalgaon, India

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An Educational Approach Abroad:

A Case Study of Anubhūti City School in Jalgaon, India

J. Joshua Byrd, Sarah Erwin, Kara Cruickshank, Jessica Fetrow

Introduction

- Anubhuti English Medium School is located in Jalgaon, Maharashtra, India. The school's mission is to: *create a learning environment conducive to nurturing learners and the educators to be creative, capable, compassionate and equanimous citizens of character with global outlook.*
- Ethno-theory is an approach that seeks to understand how cultural beliefs affect practice.



Purpose

- Explore the interactions between teachers and administration with students at Anubhūti English Medium School, in Jalgaon, Maharashtra, India.
- Document perception of methodology, effectiveness, student-teacher relationships, and classroom climate.
- Understand educational practice through the eyes of the participants.
- Provide new information pertaining to the daily happenings of an Indian primary school.
- Form a body of research that includes interpretations of Eastern culture through a Western filter.

"A teacher should have the heart of a mother; to be patient, loving, ready for responsibility as if it was her own child."



Methods

Ethno-theoretical Approach

- Recorded daily observations in the school setting, five days per week for a six-week period.
- Observations focused on documenting how cultural practices are expressed in the classroom.
- Collected artifacts and took pictures (environmental documentation)
- Conducted informal, face-to-face interviews with teachers and administration.

Procedures

Data Collection Methods	<ul style="list-style-type: none">Face-to-face interviewsObservationsArtifact CollectionPictures
Analyses	<ul style="list-style-type: none">Thematic AnalysesAnalytic Coding

Themes

Theme	Support
Time outside of the classroom	<ul style="list-style-type: none">Scheduled classes are replaced by practice and rehearsal for academic and activity-based competitionsSchool-wide assemblies
Lectures and activities based on setting	<ul style="list-style-type: none">Pollution awareness and conservation of resourcesEducating female studentsHoliday and Festival celebrationsPlays and speeches encouraging cultural awareness
Time unsupervised	<ul style="list-style-type: none">Students are left unsupervised for various periods of time throughout the dayDue to teacher tardiness, absence, or staff meetings
Praise	<ul style="list-style-type: none">Accomplishment announced to class, and all peers clap for student.Praise given through recognition at assembly presentations of coursework
Punishment	<ul style="list-style-type: none">Lunch denied, open-hand slap to the cheek, pinch to the arm, twisting of the ear
Cultural values instilled in daily activities	<ul style="list-style-type: none">Daily cleaning shows respect for your environment and eldersCompleting meals is a requirement

Discussion

- Teaching practices reflect cultural influences:
 - Respect for environment and elders.
 - Student health is perceived to be based on nutrition and a positive attitude
 - Authoritarian approach to teaching is the most respected by the students
 - Differential instruction is provided based on abilities
 - Pressure on students to perform well and help their parents later in life
- Implications
 - Additional Interviews with students, family, and school staff.
 - Ethnographic Research of other schools with other schools (e.g. rural village, affluent boarding, larger city schools).



"Learning by doing is the best way for students to learn."

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